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ABSTRACT

The purposes of this investigation were to: (1) Study the nature, frequency, intensity, and importance of expressed anxieties among 82 freshmen enrolled in 3 sections of a 1972 course entitled "Human Behavior." (2) Compare expressed anxieties of 70 freshmen enrolled in 3 sections of a 1964 course entitled "Human Behavior and Development" with the group described above. (3) Design and update a Freshman Anxiety Scale to be used to assess expressed anxieties among Glassboro State College students. The results of this study will be reflected in curriculum, counseling services, and campus policy, in that student anxieties and an awareness of change in students' concerns will be better understood. Conclusions are as follows: (1) Academic anxieties are prime sources of stress for both groups. (2) Financial anxieties have increased as well as anxieties about jobs, remaining in college, and whether the college experience will provide job opportunities. (3) The 1972 group exhibited great anxiety concerning sexual freedom. (4) The 1972 group were more socially and politically aware. (5) The discrepancy between moral values of home and campus and the necessity of peer group acceptance lead the 1972 students to an anxiety provoking situation. Tables of results are included. (Author/PG)

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A Comparative Study of Anxieties

by
Ruth R. Dugan
Marion Bickley
Elizabeth R. Duff
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A COMPARATIVE STUDY OF ANXIETIES AMONG CURRENT (1972) GLASSBORO STATE COLLEGE FRESHMEN AND THEIR COUNTERPARTS OF 1964

Ruth R. Dugan
Marion Bickley
Elizabeth R. Duff
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and

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R.R.D.
M.B.
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A Comparative Study of Anxieties Among Current (1972) Glassboro State College Freshmen And Their Counterparts of 1964

Introduction:

An awareness of the emotional climate on a college campus and its state of flux is a very important consideration for both faculty and administrators who would effectively provide for meeting student needs. A sensitive finger upon the pulse of the student body supplies diagnostic as well as preventative and remedial information to the perceptive "physician" charged with planning curriculum and services which will enhance student growth and welfare. Faculty must supplement their scholarship, training, experience, research, creativity, and personal warmth with an accurate assessment of the grass root status quo if their courses are to be relevant. A study of the nature, frequency of occurrence, intensity, and importance of expressed anxieties among students was one method chosen in this investigation to make such an assessment. Over a period of eight years, the change and stability in anxieties among Glassboro Freshmen were observed and data was collected.

Great changes occurred between the years 1964 and 1972 in the nation, the state, and on the Glassboro State College campus, and these changes are reflected in the data; yet in spite of these great changes, a large percentage of student anxieties remained remarkably stable through the years. For example, the changing economy has increased the frequency and intensity of student anxieties about jobs, expenses and finances in general. The greater sexual freedom has increased the number of expressed sexual worries among students, and they are much more concerned about war, pollution, drugs, and over-population than students were in 1964. Yet students today are still as much "up-tight" about academic achievement as students were eight years ago, and this is reflected in the large number of school anxieties with their high percentages and high intensities. Primary groups, especially parents, are still very important to Glassboro Freshmen, and they are deeply concerned about parental health, family problems, family acceptance, and parental love and approval. They still have strong guilt feelings about not working hard enough or long enough and therefore do not reflect some of the current value systems held by their age group in other geographical areas or on other campuses. Campus problems causing anxieties eight years ago such as worries about housemothers' reactions to breaking curfew rules, interviews with disciplinarians, maintenance of dress code are no longer relevant due to greater campus freedom, but they have been replaced by newer concerns such as; contraction of venereal diseases, interracial dating, sexual potency, effects of birth control pills, attending pot parties, and relevancy of college courses.

Rapport between student and instructor can lead to a collection and assessment of student anxieties but the real work lies in the application of the data; in creative approaches to developing preventative and remedial techniques which will lower tensions and reduce student anxieties.

Purpose of the Investigation:

This investigation was designed to:

1. study the nature, frequency of occurrence, intensity, and importance of expressed anxieties among eighty-two freshmen enrolled in three sections of a course entitled, *Human Behavior*, taught by one of the investigators during the Spring Semester, 1972.
2. compare expressed anxieties of seventy freshmen enrolled in three sections of a course entitled *Human Behavior and Development*, taught by one of the investigators during the Spring Semester 1964, with the 1972 group described above.
3. design and update a Freshman Anxiety Scale to be used to assess expressed anxieties among Glassboro State College students.

Need for the Study:

Although many standardized tests of anxiety are available, none met the unique needs of Glassboro freshmen enrolled in Human Behavior (formerly Human Behavior and Development) which has as its prime objective a comprehensive self-study. Designing an anxiety scale of expressed student anxieties which would take into consideration time, place, nature of population and which would estimate intensity of expressed anxiety was required if diagnosis and remedial work were to be made available to individual students. Curriculum, counseling services and campus policy should reflect an understanding of student anxieties and an awareness of change in students' concerns.

Assumptions:

1. It was assumed that the population of Freshmen, both in 1964 and in 1972, were a random group representing approximately ten percent of their respective classes since no criteria for selection other than chance could be determined for their inclusion in the six Human Behavior sections.

2. Expressed anxieties reflect actual or felt anxieties to some degree and can be used to study anxiety.

3. Since whenever it was possible, students own language was used, and some form of the statements were mentioned spontaneously by more than four students, no attempt was made to discriminate between statements of expressed anxieties and statements of irritations or anger, for it was assumed that irritations or anger provike anxieties.

Description of Population:

Any data which are assumed to be descriptive of a population sample derive from the broader experiential background as well as the social context which influence the subjects' responses. The understanding of response patterns and

the generalization of the data to other populations requires some knowledge of the background data characteristic of Glassboro State College Freshmen in the 1971-72 School Year. More detailed information is contained in Glassboro State College Research Bulletins RB71-1 and RB71-3.

Over 80% of the freshmen have parents who are living together. Almost three-fourths of the mothers in the families are working. The families have generally been moving from lower-middle to middle class status. Slightly less than 75% of the mothers and fathers graduated from high school. About one-fifth of these fathers and one-tenth of the mothers have earned one or more college degrees. Freshmen believe their parents to be quite concerned over the grades they earn.

Sixty-one percent of Glassboro freshmen graduated in the upper fifth of the class from a coeducational, public high school with a senior class of from 100 to 400 students. The freshmen consider themselves to be harder workers than the typical high school student. They appear to have possessed neither extremely high nor low motivation for grades. Glassboro freshmen do not appear to have been extremely active in extra-curricular activites while in high school.

About one-third of the freshmen expect scholarships and loans to be the main source of financial support for college. About 45% anticipate their parents to be the primary source of financial support. About half of the students stated that they did not expect to work while in college. Slightly more than one-fourth of the freshmen indicated that inexpensive cost was the most important factor in the decision to enter Glassboro State College.

More than 80% of the freshmen have made a definite commitment to an academic major. The most popular major was teacher education (44%). About 45% indicated that they definitely would or probably would attend graduate school. More than one-third of the freshmen expected the major source of job satisfaction to come from the opportunity to be helpful to others and/or useful to society.

When identifying the expected source of greatest satisfaction in college about one-third mentioned self-discovery or self-insight. About one-quarter indicated course work in the major field. Major problems anticipated were: handling course content (29%); achieving a sense of identity (19%); finances (13%). When asked to describe themselves in terms of the four student subcultures developed by Martin-Trow* the results reported in Table A were obtained.

*Trow, Martin, "Administrative Implications of Analyses of Campus Cultures." *The Study of Campus Cultures.* Boulder, Col. Wiche, 1963

TABLE A
Glassboro Freshman Student Subcultures

Accuracy of Orientation	Vocational Orientation	Academic Orientation	Collegiate Orientation	Nonconformist Orientation
Most Accurate	25%	12%	55%	10%
Second Most Accurate	39	32	20	10
Third Most Accurate	23	44	18	14
Least Accurate	13	12	7	66

Table B indicates that for most of the areas of attitudes and values sampled by the College Student Questionnaire, Part I*, Glassboro State College freshmen are similar to other public college freshmen as well as the national sample of all college freshmen.

TABLE B
Attitudes and Values of Glassboro Freshmen

Attitude Scales	Glassboro Freshmen	Other Public College Freshmen	National Sample All College Freshmen
Family Independence	22.67	22.23	22.13
Peer Independence	23.28	23.56	23.60
Social Conscience	28.18	28.21	28.49
Cultural Sophistication	21.38	21.60	21.96
Motivation for Grades	24.89	24.63	24.79
Family Social Status	26.51	27.97	29.80

When asked to rank the purposes and goals of Glassboro State College as an institution of higher learning in accordance with a modified version of a study by Gross and Grambsch[1] the freshmen indicated the goals below as the five most preferred and least preferred out of forty-seven commonly stated goals of education.

Five goals most preferred by Glassboro freshmen:

1. Produce a well-rounded student
2. Maintain top quality in all programs
3. Keep up-to-date
4. Develop student's character
5. Run College democratically

*_College Student Questionnaire: Comparative Data, Part I._ Princeton, N.J. Educational Testing Service, 1971.

[1]Gross, Edward and Grambsch, Paul V. _University Goals and Academic Power._ Washington, D.C. American Council on Education, 1968

Five least preferred goals:

1. Accept good students only
2. Preserve Institutional Character
3. Let will of faculty prevail
4. Affect student with great ideas
5. Satisfy area needs

In general, Glassboro State College freshmen are vocationally oriented, interested in school spirit, and have attitudes and values similar to college freshmen in general. They tend to come from somewhat lower socio-economic status family backgrounds than the typical college freshmen.

Related Literature

It is reasonable to assume that sources of anxiety stem mainly from concepts and ideas associated most closely with an individual's value system and the internalized expectations of the society in which he attempts to function. Cognitive dissonance and emotional stress may be produced when divergent concepts are introduced. Anxiety, which may have its genesis in either the cognitive or affective domain, may therefore be generated and persist until a resolution is effected.

Among individuals and within society, the process of higher education has long been expected to lead to enhancement of the individual and at the same time continue the socialization process initiated and implemented at earlier educational levels. Those experiences incorporated in the educative process and its attendant settings may well introduce ideas and situations that are either new or for which the individual does not have stored references. Therefore, appropriate responses and behaviors are not readily available and feelings of anxiety are provoked.

Anxiety and Academic Achievement

A number of studies investigated specific measure of anxiety. Blaine and McArthur (1961) reported that over 50 per cent of the students they studied at Harvard complained of difficulty with studying. All of the students were seeing either a psychiatrist or a counselor. The difficulties with studying appeared to be related to student's anxiety, depression, fear of failure, opposition to parental pressures, lack of motivation, and/or feelings of inferiority.

The majority of studies are concerned with students who seek help and who attain some ability to cope with these problems. The college dropout is not available for further study.

Demos (1967) conducted a study of students who withdrew from college during a single semester. Psychological problems were identified as one of the major reasons for both men and women dropouts.

Spielberger and Katzenmeyer (1959) undertook an investigation of the interaction between anxiety, aptitude, and grades. The sample consisted of all the students in an introductory psychology course at Duke University over a six consecutive semester period. The relationship was based on data from the Taylor Manifest Anxiety Scale (M.A.S.) and college grade point average. The data indicated that high anxiety students obtained poorer grades than those obtained by low anxiety students in the broad middle-ranges of ability. However, high anxiety students at the highest ability level did slightly better. There was no difference in grades of high or low anxiety students at the lowest ability level. These data were not replicated in a later study by Spielberger and Weitz. Indeed many other studies using the *Manifest Anxiety Scale* found no significant relationship between anxiety and grade average.

Several research projects studied the curvilinear relationship between anxiety and grade average. Using a curvilinear method of analysis, Stix (1967) studied the relationship between anxiety and repression and first semester college achievement, independent of scholastic aptitude. Stix administered the *Welsh A, R,* and *L* scales from the Minnesota Multiphasic *Personality Inventory* (*MMPI*) to 426 of 627 admitted students. Thirty-six of these were dropped because scores on the *L* scale indicated they lacked test taking cooperation. The data did not support the assumption that level of anxiety is inversely related to the complex learning demanded of a student during the intial college semester. Female students demonstrated that a moderate level of anxiety was conductive to overachievement. Highly anxious and highly repressed male students adjusted satisfactorily to the demands of the semester, conversely, nonanxious males experienced academic difficulty unless they were highly repressed. Stix concluded that anxiety is curvilinearly related to achievement and that sex differences must be considered in predicting a relationship between anxiety and complex learning.

A small percentage of students appear unable to either resolve problems or to find ways of coping and resort to suicide. A study by Bruyn and Seiden (1965), cited by Houston (1971), found that suicide occurs more frequently among students than among non-student peers. In summarizing, Houston stated, "Unless one were to assume that more maladjusted persons are attracted to college, one can attribute this difference to the adverse effect of problems encountered in college."

In a later study, Seiden (1966) classified the main conflicts resulting in student suicides as concern over studies, unusual physical conditions and complaints, and difficulties with interpersonal relations.

Temby (1961) investigated emotional problems of students at Harvard. He reported that a connection was noted in 41 per cent of the suicides he studied with concern over studies.

An interesting study of Yale students by Rust (1960) and a later study by Rust and Davie (1961) with students at Southern Connecticut College, indicated that personal problems interfered with studies. Thirty-six per cent of the Yale students and 35 per cent of the Southern Connecticut College students stated they experienced nervousness "very often" or "fairly often."

In a thorough discussion of published research, Houston (1971) stated that with the exception of one study, the general academic area of students' lives is perceived to be the most stressful and generates the most problems. He added that this is to be expected, "since all students are faced with academic requirements."

Anxiety and Peer Relations

Houston also noted research indicated that other problems were concerned with peer relations including dating, making or breaking friendships, achieving heterosexual adjustment, attaining autonomy from parents, and especially for males, vocational choices. It was noted that data indicated students have more problems in the freshman year than in the other three years of college and that freshmen, in greater proportion, seek psychological help. With regard to these other types of problem, Houston stated:

> The effects with regard to these areas are not independent . . . and adverse effect on psychological adjustment may be manifested in difficulty with academic performance, and conversely, problems pertaining to academic performance may have adverse effects on psychological adjustment.

Houston (1971), in discussing the conflicting data, stated:

> These confusing results may be attributable to several things. One is that measures of general anxiety may be poorer predictors of college grades than more specific measures of anxiety that assess anxiety about achievement or taking tests.

Rapid changes in many areas of society in general are, of course, reflected in the college community. Young people are caught up in that change and one source of conflict for them is found in the "generation gap." They are torn between their feelings about their parents, the ideas transmitted by parents in the developmental years, and the mores of a changing society. Peck and Richek (1969) reported that, "The weight of recent evidence seems to indicate that the vast majority of adolescents remain more under parental than peer influence." If this is so, it emerges as a tremendous source of personal conflict as students encounter concepts and ideas among peers that are not congruent with those previously held.

Parental Values and Student Anxieties

As the colleges and universities continue to respond to student demands for fewer restrictive rules on matters not directly concerned with academic matters, the question of student capacity for self-regulation arises. In order for the least amount of stress to occur, it is reasonable to assume that, as both parental and institutional restrictions are removed or withdrawn, demands for self-regulation revert to the student.

An interesting study was conducted by Bordin, Shaevitz and Lacher (1970) to explain (1) the range of self-regulation students will have experienced prior to matriculation, and (2) the realism of parental expectations regarding the degree to which the institution would regulate students' lives. Parents were asked to respond to a questionnarie listing activities of their children (study time, drinking, making decisions, friends, dating, handling finances, hours, smoking, entertaining opposite sex, using car, traveling, working, clothes), and to indicate those they considered the three most and three least important with regard to the attention (restriction) they received. It is interesting to note that for sons, parents considered study time, drinking, and making decisions of most importance, while traveling, working, and clothes were of least importance. For daughters, dating, drinking and making decisions were of most importance, while working, using car, and clothes were of least importance.

Parental expectations concerning university regulations for students indicated that parents expect "great freedom in the area of vocation, and almost as much in dating and friendships." Parents indicated expectation of a high degree of control over "notification of accident, illness and emergencies, and of conduct concerned with sex, smoking, and drinking."

Bardis (1963) reported that the parental role in sex education does not contribute accurate or factual knowledge. Bardis stated that students complained "parents were unapproachable on such matters, sex when mentioned was colored as evil or sinful . . . instructions, when given, were too vague or too full of mystery to do much good." Furthermore, the students' knowledge of natural biological and physiological functions of sex and reproduction were "in the realm of mystery . . . even well-educated Americans are characterized by superstition and misinformation."

Bell and Buerkle (1961) attempted to investigate variant attitudes toward pre-marital sex among mothers and daughters. They postulated that while study of attitudes associated with pre-marital sex had lagged, known research indicated that verbalized rationales appeared to have changed. They interviewed 217 mothers and 217 daughters. In response to the question, "How important is it that a girl be a virgin when she marries?", 88 per cent of the mothers indicated "very important" as compared to 55 per cent of the daughters who so responded. In response to the question, "Do you think sexual intercourse during the engagement pe.iod is very wrong?", 83 per cent of the mothers answered affirmatively as compared with only 35 per cent of the daughters. Daughters appeared to avoid conflicts by avoiding discussions of sex behavior attitudes, although 83 per cent of the mothers felt daughters should freely answer mothers' questions in regard to questions about sex intimacy.

Bell and Buerkle questioned whether the liberality of the college girls might be a temporary attitude, that sexual emancipation from the mother exists only for a short period of time, and that by complete adulthood might be the same as those held by mothers. They further stated that pre-marital sex behavior provides one of the greatest potential areas of mother-daughter conflict and that change appeared to have taken place in the traditional notion of being a virgin when you marry to the idea of being a virgin when you reach the engagement period.

Sex and Anxiety

It appears logical that if changes are occurring in the direction of early dating and sexual interaction patterns, students may now enter college with somewhat different behavioral patterns than those of even ten years ago. It should be noted that not all the literature takes this viewpoint.

Freedman (1965) in an empirical study and historical survey of the sexual behavior of college women insisted that:

> Despite an appearance of worldliness and sophistication, it seems that conservatism, inhibition of impulse, cautiousness, and willingness to defer gratification are part and parcel of American middle-class character (and given the current emphasis on college attendance in our society, most middle-class youth are likely at least to matriculate at a college). The Puritan heritage has by no means passed from the American scene, despite surface manifestations to the contrary and statements by various individuals who would have it that American family life and middle-class life in general are coming apart at the seams.

Whether or not simply having "accurate information" is all that is needed is, of course, questionable. Kirkendall (1965), in a reappraisal of sex education, listed as one conclusion, "the chief determinant of sexual conduct is not factual information but the general feeling of satisfaction which the individual has been able to develop about himself." Kirkendall stated that while he had found few adolescents who could be termed adequately or well informed about sex, he had

found wide variation in their sexual behavior. Kirkendall pos ulated that sexual behavior is motivated by social and psychological factors not apparent to the casual observer. "An individual who feels he is accomplishing something with his life . . . is reasonably successful . . . will generally find management of sex no great problem. He is not driven to engage in sex . . . he is in a position to direct his sexuality." Kirkendall suggested that sex education, therefore must not only provide knowledge but must also provide experiences which enable individuals to engage in meaningful and satisfying interpersonal relationships.

Shatton and Spitzer (1967) added some verification to that concept. They stated that although clinical tradition has tended to report a negative relationship between permissive behavior and self-evaluation, their survey did not confirm those findings. Their sample included 325 unmarried students in a sociology course at the University of Iowa. A series of instruments yielded data which suggested that individuals who feel that it is acceptable for engaged persons to indulge in sexual intercourse have lower self-evaluations than those who do not. The relationship between permissiveness and self-evaluation was weaker for individuals reporting high social participation than for those reporting low social participation. One explanation offered by Shatton and Spitzer was the possibility that the university atmosphere is more permissive than the homes and communities of the respondents with regard to sexual behavior.

Freedman's (1965) study of sexual behavior of American college women indicated that there is some relaxing of attitude between the Freshman and Senior years. However, the data were consistent with previous research studies that established incidence of non-virginity among college women to be 25 per cent or lower. Freedman's subjects (49 females) for interview comprised a random sample of the student body and the test data was based on whole classes of students. The majority of those students who had engaged in sexual intercourse were involved with men with whom they expected to have a lasting relationship. These women expressed receiving enjoyment from the situation and none expressed feelings of guilt.

It is interesting to note that while parents list sex conduct as an area of concern, little if any official concern is currently expressed at most institutions of higher education. In addition, while much has been written in the popular media, little controlled research has appeared in professional journals concerning attitudinal changes and increased sexual activity with more widespread use and easy availability of oral contraceptives and legal abortion.

Delimitations:

1. This investigation did not attempt to study:
   (a) bodily changes due to anxiety
   (b) anxieties that have not been expressed as anxieties by Glassboro State College freshmen
   (c) anxieties as they affect academic achievement

2. Nor did it include data collected and treated during the intervening years between 1964 and 1972 on the Classboro Freshmen Anxiety Scale.

Procedure and Results:

1. In the Spring Semester of 1964, 160 anxieties appearing in the Freshman A Scale (Table 1) were collected from three sections of Human Behavior and Development. They were selected from over 350 items that were submitted anonymously by freshmen enrolled in the course and taught by the same instructor. Criterion for selection of anxieties was that some form of the statements had to be mentioned spontaneously by more than four students. Whenever possible, students' own language was used. Selected statements were categorized into:

(1) School Anxieties
(2) Family Anxieties
(3) Peer Anxieties
(4) General Anxieties

Freshmen A Scale directions were as follows:

"Answer the following statements according to *intensity* of feeling that each of these situations pose for you:

3 = Very Strong
2 = Strong
1 = Mild
0 = None
N = "Does not apply to me"

2. Before the Freshman A Scale was administered to the freshmen (who had submitted the original statements) they were asked to estimate their total anxiety on a zero to three scale and then were asked to estimate anxiety intensity for each of the four categories.

3. The Freshman A Scale was administered to seventy of the above freshmen. Estimated Mean Total Anxiety Scores and Actual Mean Total Anxiety Scores were derived:

Estimated Total Anxiety 1964 Mean Score = 1.86
S.D. = .45 σM = .06
Actual Total Anxiety 1964 Mean Score = 1.55
N = 70 S.D. = .496 σM = .06

4. A Pearson's product - moment coefficient of correlation was computed between Estimated Mean Total Anxiety scores and Actual Mean Total Anxiety scores to test the validity of the Freshman A Scale.

$r = +.542^*$ $P < .01$

*Thirty years ago, C. L. Hull held that the minimum validity coefficient was $\pm$ .45, subsequent investigators have found this to be too rigid.

5. Each intervening year between 1964 and 1972, the Freshman A Scale was administered to freshmen enrolled in Human Behavior (formerly Human Behavior and Development) and procedures Number 2, 3 and 4 were followed. The Pearson's product - moment coefficient of correlation progressively decreased as the years passed on, suggesting that the scale needed updating. In the Spring of 1972, seventy-five freshmen participated in a similar test of validation. (Although 82 took the A Scale, seven did not include estimates of anxieties:

Estimated Total Anxiety 1972 Mean Score = 1.93
S.D. = .47 σM = .05
Actual Total Anxiety 1972 Mean Score = 1.49
S.D. = .37 σM = .04
r = .373* P < .01 N = 75

6. In comparing the data of 1964 with the 1972 results, a test of significant difference between two means was applied to the Actual Total Anxiety 1964 Mean Score and the Actual Total Anxiety 1972 Mean Score:

1964 Total Anxiety	*1972 Total Anxiety*
N = 70	N = 75
M = 1.55	M = 1.49
S.D. = .496	S.D. = .37
σM = .06	σM = .04

t=.909 P > .05

Therefore, there was not a significant difference between the 1964 and 1972 freshmen groups on their Actual Total Anxiety Mean Scores.

As a further check, a t test of significant difference between two means was applied to the Actual Peer Anxiety 1964 Mean Score and the Actual Peer Anxiety 1972 Mean Score:

1964 Peer Anxiety	*1972 Peer Anxiety*
N = 69	N = 74
M = 1.53	M = 1.57
S.D. = .65	S.D. = .50
σM = .08	σM = .059

t = .4 P > .05

There was not a significant difference between the 1964 and 1972 freshmen groups on their Actual Peer Anxiety Mean Scores.

7 Mean, standard deviation, and standard error of the Mean were derived for school anxieties, family anxieties, peer anxieties, and general anxieties on the Freshmen A Scale for 1972 freshman group.

1972 School Anxieties
M = 1.61
S.D. = .38
σM = .04
N = 78

1972 Family Anxieties
M = 1.42
S.D. = .51
σM = .06
N = 76

1972 Peer Anxieties
M = 1.57
S.D. = .50
σM = .059
N = 74

1972 General Anxieties
M = 1.44
S.D. = .45
σM = .05
N = 76

8. Immediately after taking the Freshman A Scale, 1972 freshmen were asked to anonymously submit current anxieties that were bothering them (which were not among the 160 items on the 1964 scale). After they had responded spontaneously, they were asked to draw a line. Class discussion followed concering comparisons between 1962 and 1972 anxieties among Glassboro freshmen. After discussion, each student was asked to list (below the line) any other anxieties that they had, but had not mentioned.

A list of 69 new anxieties (Table II) were selected from the statements submitted by these students. Criterion for selection of items was that some form of the statements had to be mentioned spontaneously by more than four students. Whenever possible, students' own language was used. Selected statements were categorized into:

(1) School Anxieties
(2) Family Anxieties
(3) Sex and Dating Anxieties
(4) Drugs and Drinking Anxieties
(5) Socio-political Anxieties
(6) Financial Anxieties
(7) Health Anxieties

9. The new list of sixty-nine current student anxieties was administered to the students who had submitted them.

N = 79.
Mean Total Anxiety = 1.38
S.D. = .33
σM = .038

The level of intensity of these new anxieties was not greater than the original anxieties collected in 1964.

10. Each item on both scales, a total of 229 statements (160 old and 69 new) was treated as follows:

(a) Percentage of students expressing anxieties from mild to very strong (from one to three) was determined.
(b) Mean intensity, standard deviation, and standard error of the mean was derived.
(c) Three experts in the area of mental health acted as a jury to judge the importance of each statement from a mental health point of view. 0 = no importance, 1 = mild importance, 2 = important and 3 = very important. Each judge rated the items individually, and a mean score of the three judgments was derived.
Tables I and II indicate the results.

11. Twelve items indicated with a (*) will be eliminated from the revised A scale since they either are low in frequency, low in intensity, or unimportant from a mental health point of view.

Conclusions:

1. Academic anxieties are prime sources of stress for Glassboro freshmen in 1972, just as they were in 1964. This is reflected in the large percentage of students expressing strong anxiety in this area.

2. The frequency and intensity of financial anxieties has increased, and students are worried about jobs, expenses, remaining in college, and whether or not four years of college will provide job opportunities for them.

3. Greater sexual freedom is reflected in the type of anxiety statements submitted in the sixty-nine current anxieties. Students in 1964 were either too inhibited to admit such worries or these anxieties were non-existant. At any rate, the new sexual freedom has brought new type of problems for the young people in this investigation.

4. Primary groups are very important to Glassboro freshmen and they are anxious about parental approval, parental health, family problems, parental values, and factors provoking the "generation gap".

5. Whereas freshmen in 1964 limited most of their statements of anxiety to the campus, the home, or their immediate environment, 1972 freshmen were

more socially and politically aware and worried about pollution, overpopulation, the Vietnam war, crime and their responsibilities as citizens.

6. Peer group acceptance is still an important factor among Glassboro freshmen, and there is a great deal of concern over the differing moral values at home and on campus. The gap seems to be wider today, and the choice of "to do or not to do" certain things which seem to be accepted by peers is anxiety provoking. Although many students seem to follow more liberal moral codes, they remain guilt-ridden by their behavior and seem unable to free themselves from cultural, family, or religious taboos.

Implications and Application:

Implications drawn from the present research may be projected beyond the limits of the research population. As the description of the population indicates, Glassboro State College freshmen parallel other college freshmen in a number of significant attitude and value areas. Assuming the research sample is representative, common anxieties investigated in this research probably have implications for and can be applied to college freshmen in general.

The findings of the present research can be useful in focusing the learning process on an area of student need not generally recognized. This area concerns affective learning and centers around the experience of anxiety and frustration. Widely held theories regarding anxiety[1] hold that when values are in conflict a psychological condition known as cognitive dissonance results. On the physiological level cognitive dissonance is paralled by dis-equalibrium and is accompanied by a change in affect. Such dis-equalibrium is experienced as emotional or affective discomfort and the degree of this discomfort is related to the severity of the value conflict. Homeostasis (physiological balance) is restored when the source of the disturbance is removed. Homeostasis is followed by feelings of affective stability or emotional ease. An individual must strive to solve the value conflict or continue to be punished by anxiety. Provided anxiety does not reach emergency levels, an individual working through this process is especially open and amenable to search for and experiment with new ideas, beliefs, and behaviors that can serve to restore balance within his system. The presence of anxieties therefore creates an unique opportunity for significant learning.

In general there are two major implications inherent in this research. First, it may be implied that there is the possibility of identifying students who are experiencing severe and prolonged anxiety and of providing supportive resources necessary to cope with these circumstances. Institutions that accept student mental health as a legitimate concern recognize the need to identify highly anxious students. Identification of students experiencing high levels of stress can be accomplished in a variety of ways through regular institutional channels.

[1] *The Experience of Anxiety*. M. Goldstein, Oxford University Press, 1963.

However, the severity of the problem requires that identification be provided for rather than left to chance. An institutional effort to employ some professors with special skills in relating to students, to offer some courses that emphasize personal growth and self development, and to train and utilize some students as peer counselors seems to be indicated. Naturally, referral services of sufficient availability, variety, and quality are necessary. Fortunately there now exists several valid alternatives to lengthy and expensive traditional psychotherapy. Instituions would be well advised to be appraised of newer theraputic approaches. Personal growth therapists can be effective in both one-to-one and group theraputic situations and should be considered appropriate for referrals.

The second major implication raises the possibility of utilizing normal student anxiety as a positive force in producing psychological growth and behavior change. Regarding normal anxiety, the degree of stability found in levels of intensity of expressed anxieties in the two populations tested eight years apart supports the assumption that late adolescence is a period of stress. As discussed previously, stress can provide a basis for affective learning. When learning involves values it can result in a reinforcement of those values already present in the system, an assimilation of new values that are consistent with yet different from those presently in the system, or the development of a defensive facade to protect rather than modify the present value structure.

The college experience will affect the value structuring of students whether planned for or not. If an institution wishes to modify student behavior by influencing value structuring it is presumed it can do so by "curricularizing" particular experiences which will provide the student with sanctioned options from which value choices can be made. Public institutions of higher education not only desire to affect student value systems but have the responsibility to do so by virtue of their role in society. Provision needs to be made to assist students in resolving value conflicts so that these conflicts will be resolved for the mutual benefit of both student and society. The future will require people who can sustain and be productive in the presence of ambiguity in a rapidly changing world. Such people need to be open, flexible, creative, humane, and self directing. Some ways an institution may utilize anxiety for value structuring follow.

1. By organizing courses to help students understand themselves and effectively modify their behavior.

Ostensibly, such course content would be related to the student's past experience, his family and cultural history. Content could also be directed toward developing awareness of behavior, analyzing on-going relationships, becoming aware of and learning to cope with emotional states, and studying and revising personal psychological defense mechanisms.

2. By providing students with a wide variety of value choice options.

To do so would mean creating a human environment rich in individual differences, a milieu allowing for the development of perspective from which

one could view his own value system. Public institutions recognizing this need will provide diversity by meeting the needs of a wide range of people. Thus there should be different life styles represented on the professional staff and throughout the student body. In such an environment students have the opportunity to know and relate to people different from themselves. From such interaction can come for example the realization that there are many and different acceptable solutions to problems and to life in general.

3. By utilizing out of class experiences to encourage student responsiblity for self direction.

The college experience contains natural opportunities that may be exploited to thi end. For example, each student follows some kind of program during his college years. Within broad limits, the development and implementation of program could be capitalized upon as a learning experience. Outcomes from planning and carrying out one's own course of study could include learning to develop confidence in one's own judgment, learning to question authority rather than blindly accept "facts" and the decisions of others, and recognizing that making errors is a necessary part of the learning process when one is a participant rather than a spectator in life. Institutions foster individuality and responsibility when they keep conformity in scheduling, regulations, and other requirements to a minimum and when they actively seek and utilize authrentic individual response in all aspects of institutional affairs in general.

In these research implications student anxiety is generally viewed as a motivating force that can be useful in achieving desired educational outcomes. Specific implications for particular educational situations may be drawn from each of the findings in this research. It remains for the individual institution, division, department, and professor to locate instances where application may be made. The process of anxiety production, value conflict, and resolution of such conflict is continual. The opportunity to produce effective affective learning exists within higher education.

TABLE I

Percentages of Freshmen Expressing Mild to Very Strong Anxieties on Freshman A Scale (1964). Administered Spring 1972

N = 82 M = 1.49 S.D. = .37 σM = .043

Key: 3 = Very Strong 2 = Strong 1 = Mild 0 = None N = Does not apply to me

Situation: In School, I Am Distressed When:	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View 0 = No importance 1 = Mild Importance 2 = Important 3 = Very Important (three selected judges) M_I
1. I walk into a class and find that everyone else has studied for a test that I didn't hear about.	92.7%	2.31	.81	.092	1.0
2. An important examination paper which has been graded, is being returned.	97.6%	1.69	.70	.078	.7
3. I am waiting for the sheet of examination questions to be handed out just before an important test.	96.3%	1.59	.68	.076	.7
4. I take a test, and know I am unprepared.	97.6%	2.05	.79	.088	1.3
5. I let all my work back up, and all of it is due at the same time.	92.7%	2.25	.81	.093	1.0
6. I am given a school task that I know I cannot do well.	94.0%	1.75	.75	.084	1.0
7. I find that I have failed a test.	98.8%	2.04	.73	.081	1.0
8. I am not sure that I am doing the assignment correctly, and my mark depends upon not doing it wrong.	96.3%	1.92	.69	.077	1.0
9. I think about the possibility of failing and having to go to summer school.	45.0%	1.22	1.12	.148	1.3
10. I haven't finished a term paper, and I have only an hour or two left to do it.	85.4%	2.15	.80	.095	1.3
11. I have really tried hard on a project and the teacher doesn't seem to like it.	92.7%	1.87	.81	.090	1.0
12. I am unable to do something that I am supposed to be able to do.	95.1%	1.82	.66	.071	1.3
13. I cannot remember the answer to a question that I have studied.	100%	2.01	.76	.084	1.0

	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
14. A teacher points me out in class for doing something wrong.	92.7%	2.12	.86	.095	.7
15. I have to give a speech in front of the class or in front of some group.	89.0%	1.84	1.06	.117	.7
16. I get an F in a subject.	75.6%	2.45	.67	.084	1.3
17. I have to give an oral report to the class, and the faces of my peers and the teacher seem to have a bored expression.	83.0%	1.67	.95	.107	.7
18. Because of laziness, I keep putting off a job that I know I have to do.	78.0%	1.30	.88	.099	.8
19. I am late for class.	72.0%	.95	.72	.081	.3
20. I oversleep, and miss a class.	61.0%	.77	.68	.076	.3
21. I receive a notice to see the Dean, and I don't know the reason why.	78.0%	1.74	.89	.107	1.3
22. A professor says, "See me after class."	85.4%	1.40	.81	.09	1.0
23. I listen to the health teacher describe the symptoms of a fatal disease, and realize I have every one of the symptoms.	73.2%	1.63	.93	.115	.8
24. An assignment is given which is not clear to me.	87.8%	1.26	.73	.08	.3
25. I try out for something, and have to wait for an answer or for the results.	91.5%	1.83	.74	.08	1.0
26. I am unprepared for class.	96.3%	1.65	.69	.077	1.0
27. It rains, and I am on campus, going from one building to another.	44.0%	.597	.81	.089	0.0*
28. I study a subject for many hours, and I don't do well on the test anyway.	92.7%	2.03	.67	.077	1.3
29. I know that I have to maintain a good grade average or else I will lose my scholarship.	44.0%	1.87	.81	.132	1.7
30. I know that I have disappointed a teacher whom I admire.	81.7%	1.72	.86	.101	1.3
31. I think of the neglect of my schoolwork all catching up with me eventually.	94.0%	1.84	.71	.08	1.3
32. It is the night before a test, and I haven't studied.	91.5%	1.77	.87	.096	1.3

	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
33. I can't seem to be creative or original in an assignment.	74.4%	1.51	.76	.086	1.3
34. For legitimate reasons, I am unprepared for an assignment, and I feel I am going to be called upon for an answer.	78.0%	1.22	.87	.096	.3
35. I feel that I have not put enough time into a certain important assignment.	98.8%	1.57	.61	.067	1.3
36. I have homework, and I want to sign out for the evening.	51.2%	1.00	.68	.093	.7
37. I come close to an A, but get a B+ or close to B, and get a C+ etc.	91.5%	1.67	.83	.09	1.0
38. I make a stupid, trivial mistake on a test.	94.0%	1.72	.86	.095	1.0
39. I am not able to do what my fellow students seem to be able to do easily.	95.1%	1.83	.80	.089	1.0
40. I anticipate a long, hard task.	89.0%	1.62	.82	.09	1.3
41. I think about what my parents will say if I fail a subject.	76.8%	1.62	.99	.116	1.5
42. I face the possibility of not being able to finish college.	57.3%	1.60	1.1	.14	1.3
43. I take an exam or do a term paper that means almost the whole mark for the course.	97.6%	2.31	.73	.08	1.3
44. I am given a surprise quiz.	97.6%	2.0	.74	.08	.7
45. I am waiting to be called upon in class.	95.6%	1.77	.89	.098	.7
46. I first entered college as a new freshman.	84.1%	1.65	.99	.111	.7
47. I have an argument or a misunderstanding with a professor.	85.4%	1.86	.77	.09	1.3
48. I think of what others will say or think when I get lower grades than I expected.	78.0%	1.14	.79	.087	1.3
49. I come in after curfew, and expect the housemother to give me a warning of some kind.	17.1%	1.53	.85	.195	1.0*
50. I set too high a goal for myself, and I am unable to achieve it.	78.0%	1.60	.92	.108	2.3
51. I don't keep busy all the time	52.4%	.712	.80	.089	1.3
52. I take an oral test.	85.4%	1.63	.87	.100	.3
53. I think of flunking out of college.	58.5%	1.48	1.03	.133	1.5

	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
54. I must learn something new which I do not understand.	94.0%	1.69	.80	.088	.7
55. I am behind in my schoolwork.	95.1%	1.75	.75	.083	1.0
56. I have to talk to a disciplinarian due to my misbehavior.	45.0%	1.47	.92	.137	1.7
57. I think of giving a stupid answer in class.	85.4%	1.55	.78	.089	1.3
58. A teacher cuts me up in front of the class.	84.1%	2.19	.92	.107	1.3
59. I am waiting to do a report, but the teacher either forgets or keeps postponing it.	81.7%	1.41	.94	.104	1.0
60. I forget to bring a pencil or pen to class.	51.2%	.68	.79	.088	.3*
61. I don't have anyone with whom to walk to class.	24.4%	.284	.530	.059	.7*
Situation: In my Family Group, I Become Concerned When:					
62. I don't know the mood my parent (parents) will be in from one day to the next.	54.9%	.88	.95	.109	1.3
63. One of my parents is sick.	94.0%	1.87	.76	.085	.7
64. I hear my parents having an argument.	81.7%	1.85	.92	.108	1.3
65. I see my parents aging.	75.6%	1.23	.97	.107	1.3
66. I see my mother cry.	92.7%	2.13	.85	.096	.7
67. I feel I won't be able to live up to my parents expectations and they will be disappointed in me.	85.4%	1.65	.92	.105	2.3
68. My parents compare me unfavorably with others in the family or social group.	58.5%	1.42	1.03	.131	1.3
69. My parents pass unfavorable remarks about friends I am fond of.	79.3%	1.56	.92	.106	1.3
70. I am not included in the affairs at home because I am away at college.	23.2%	.51	.66	.096	.7*
71. I wonder if my family really loves me.	41.5%	.873	.99	.125	2.0
72. Members of my family distrust me.	45.0%	1.05	.96	.126	1.3
73. I don't know what plans are being made for me by my parents.	35.4%	.792	.91	.125	1.3

	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
74. My parents are angry with me and show disapproval.	90.2%	1.82	.90	.102	1.7
75. Siblings show displeasure or disapproval of me.	73.2%	1.37	.96	.110	1.0
76. My parents tell me I can't do anything right.	68.3%	1.56	.90	.110	1.3
77. I do things that I know will not meet with approval from my parents.	78.0%	1.38	.95	.107	1.7
78. In-laws or others live with my family for an extended period of time.	39.0%	1.19	1.08	.156	1.3
Situation: With My Peer Group, I Become Upset When:					
79. No one seems to want to bother with me.	84.1%	1.85	1.03	.116	2.6
80. I think I am being talked about.	89.0%	1.94	.92	.103	1.7
81. I think that I might forget the names of friends I must introduce within the next few minutes.	70.7%	1.13	.87	.099	1.0
82. I go into a room where I don't know anyone.	74.4%	1.13	.87	.108	.7
83. I meet new people for the first time, and I don't know what to say or do.	83.0%	1.44	.87	.097	1.3
84. I am not properly dressed for the occasion.	85.4%	1.48	.90	.099	.7
85. I am not invited to a party given by friends I like.	74.4%	1.73	.87	.098	2.0
86. I am in a room with very attractive members of the opposite sex.	73.2%	1.30	1.02	.115	1.7
87. I am the odd person in a group of couples.	84.1%	1.86	.93	.107	1.5
88. I must walk past a crowd of the opposite sex.	76.8%	1.34	.96	.106	1.3
89. I haven't heard from my favorite date after an argument.	81.7%	2.25	.812	.098	1.7
90. I talk to kids in the "better crowd."	46.3%	.75	.79	.095	.7*
91. I hear about all my peers who are engaged or getting married, and I have no definite prospects.	29.3%	.67	.98	.125	1.3*

	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
92. I am with a group of intelligent students who are discussing something I know nothing about.	74.4%	1.17	.88	.098	1.3
93. I don't have dates for long periods of time because members of the opposite sex do not seem interested in me.	61.0%	1.50	1.03	.133	2.0
94. My roommate or best friend gives me the "silent treatment", and I am in the dark as to reasons why.	78.0%	1.89	.95	.113	2.3
95. My steady and I break up.	81.7%	2.57	.77	.092	2.0
96. I feel that I am really not wanted on a trip or something with my peers.	83.0%	1.83	.93	.105	2.3
97. I know I am intruding on a group of kids who obviously "belong", and I don't.	87.8%	1.85	.90	.102	2.5
98. I am out with a group and my friends have money and I don't.	74.4%	1.21	.83	.092	1.3
99. I don't know anyone in the cafeteria and must sit alone to eat lunch or dinner.	73.2%	1.30	.99	.110	1.3
Situation: In General, I Am Disturbed When:					
100.I am scolded by someone in authority.	97.5%	1.84	.78	.086	1.0
101. I am the victim of a "joke" I don't understand or don't think is funny.	89.0%	1.70	.88	.098	1.3
102. I make a definite committment that I will be held to.	80.5%	1.30	.84	.094	2.0
103. I spend too much money.	74.4%	1.25	.96	.106	1.0
104. I am alone in the house, especially at night.	72.0%	1.25	1.05	.117	1.3
105. I run short of money and can't afford to do the things that I'd like to do.	84.1%	1.22	.75	.083	1.0
106. I start thinking about the world situation and the possibility of total war.	64.6%	1.24	.96	.111	1.3
107. I must accept a ride in a car with a driver whose ability to drive is questionable.	89.0%	1.49	.76	.085	1.0

	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
108. I am caught outside during a thunder and lightning storm.	65.9%	.98	.94	.104	.7
109. I notice a police car behind me while I am driving.	91.5%	1.59	.83	.093	1.0
110. I am riding in an airplane.	29.3%	.88	.98	.150	1.0*
111. I am not sure of my appearance.	90.2%	1.56	.85	.095	1.7
112. I must wear a bathing suit while with a group of new friends at the beach.	65.9%	1.26	1.12	.125	2.3
113. I don't have a summer job.	79.3%	1.84	.97	.114	1.0
114. I might not have enough money to complete college.	65.9%	1.82	1.00	.127	2.0
115. I think of eventually facing a class of my own.	52.4%	1.15	.93	.113	1.0
116. I feel unattractive to the opposite sex.	78.0%	1.55	.97	.112	2.5
117. I think of all the ways of being hurt by possible accidents.	65.9%	1.18	.96	.110	1.2
118. I am waiting in a dentist's office to have my teeth filled.	76.8%	1.59	.99	.112	1.0
119. Everyone hears about something except me.	75.6%	1.09	.82	.091	.7
120. I am around someone who treats me as if I am inferior.	91.5%	1.89	.86	.096	1.3
121. I walk into the Co-op alone and do not know anyone there.	74.4%	1.21	.92	.105	1.0
122. I drive through slum areas and think how I would feel if I lived there.	74.5%	1.56	1.01	.115	1.3
123. My skin breaks out.	72.0%	1.28	.94	.105	.7
124. I can't touch the bottom while swimming.	42.7%	.75	.97	.111	1.0*
125. I ride through a long tunnel.	37.8%	.45	.69	.077	.3*
126. I ride in an elevator.	30.5%	.32	.50	.055	1.3*
127. I drive the family car after my parents have warned me about all the possible accidents.	58.5%	.79	.71	.08	1.3
128. I walk into my house late at night when no one is at home.	63.4%	1.09	1.06	.118	1.3
129. I spend money on a luxury instead of using it for necessities.	76.8%	1.56	.75	.085	1.0

	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
130. I owe money which must be paid back soon.	76.8%	1.49	.83	.100	1.7
131. I lose money in cards or at other games or sports.	44.0%	1.29	.99	.143	1.7
132. I have car trouble when I am alone.	81.7%	1.93	.95	.111	1.0
133. I am driving with the gas gauge reading empty.	92.7%	1.73	.81	.09	.7
134. I know someone disapproves of my actions.	91.5%	1.45	.80	.088	1.7
135. I have to go to the doctor.	84.1%	1.40	.90	.099	1.7
136. I lack qualifications to meet specific requirements.	92.7%	1.61	.706	.079	1.0
137. I am playing a difficult position in sports.	53.7%	1.36	1.03	.134	.7
138. I walk alone at night in a deserted area.	92.7%	2.00	.94	.104	1.0
139. The car door is unlocked while driving	47.6%	.75	.91	.101	1.0
140. I have to do a new job for the first time without help from anyone.	89.0%	1.62	.85	.095	.7
141. I have to play a game I don't know.	74.4%	.94	.70	.078	.7
142. I have been waiting for someone who is late, and we must be at a particular place at a certain time.	96.3%	2.04	.77	.085	1.0
143. I forget to lock the door before going to bed.	80.5%	1.61	1.07	.120	2.0
144. I report for a new job.	97.6%	2.00	.73	.081	1.7
145. I am interviewed for a new job.	97.6%	1.89	.81	.089	1.3
146. I sleep in a strange place.	53.7%	.73	.83	.092	1.3
147. I think about marriage in the future and all the things that can go wrong.	75.6%	1.50	.97	.112	1.7
148. I am in a hurry to get someplace, but I am stuck in a traffic jam or something similar.	100%	2.06	.75	.083	1.3
149. I am unable to accept religious teachings that family and friends feel to be true and right.	53.7%	.82	.72	.088	2.3
150. I worry about never getting married.	45.0%	.99	1.09	.134	1.7
151. I must eat in front of strangers.	56.1%	.85	.91	.101	1.7
152. I am caught for doing something wrong and wait for the consequences.	91.5%	1.88	.78	.088	1.7

	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
153. I wonder what will become of me.	89.0%	1.71	.89	.099	1.3
154. I don't have a cover on me when I sleep.	62.2%	1.04	.99	.112	1.3
155. I am in a crowd and there is a good deal of pushing and shoving.	87.8%	1.58	.92	.102	1.0
156. I have to make a decision on my own.	85.4%	1.44	.90	.100	2.3
157. I make a moral decision which may be wrong.	74.4%	1.72	.93	.105	1.8
158. I think of the possibility of not making a good teacher and failing in my profession.	65.9%	1.56	1.00	.126	2.0
159. I see someone who is badly deformed or crippled.	97.6%	1.97	.81	.089	1.7
160. I am not sure that I have made the right professional choice.	83.0%	1.76	.90	.105	2.2

TABLE II

Percentages of Freshmen Expressing Mild to Very Strong Anxieties
on Sixty-Nine Current Student Anxieties at Glassboro State College
(N = 79) M = 1.38 S.D. = .33 S.E. of M = .038

(Key: 3 = Very Strong 2 = Strong 1 = Mild 0 = None N = Does not apply to me)

School Anxieties	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View 0 = No importance 1 = Mild Importance 2 = Important 3 = Very Important (three selected judges) M_I
1. I worry about whether or not I'll be wasting four years in college and then find that there are no job openings.	93.7%	1.87	.83	.095	1.7
2. I am worried about obtaining adequate housing near the campus.	50.6%	1.16	1.03	.137	.7
3. I become upset when I have to make decisions about my future plans.	80.0%	1.42	.89	.102	1.7
4. It makes me uneasy when I think of riots or demonstrations on our campus.	54.4%	.96	.95	.111	.7
5. I worry about how my final schedule will come out in the Computer.	78.5%	1.16	.84	.096	.7
6. It upsets me to have to take courses that have no immediate or future value to me.	93.7%	1.82	.91	.104	1.0
7. It upsets me to have to find a parking spot when I am late or when the weather is bad.	48.1%	1.73	1.04	.157	.3
8. It makes me anxious to have to live with an undesirable roomate.	43.0%	1.71	1.12	.167	1.3
9. I worry about what my family will do if they find out about my sex life.	64.6%	1.35	1.08	.135	2.0

	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
10. I become anxious because I am going to college to please my parents, and not myself.	25.3%	.71	.88	.123	1.3*
11. It would make me upset if my parents found out what I am doing here.	34.2%	.61	.87	.106	1.8
12. I worry about the thought of losing my parents some day.	88.6%	1.84	.96	.110	.7
13. I am concerned about my "steady" being accepted by my family.	40.5%	1.03	1.06	.137	.7
14. I worry about my parents finding out that I take drugs.	20.3%	1.57	.98	.214	2.0
15. Although I want to leave home, I'm afraid to live without the support of my parents.	45.6%	.87	.92	.117	1.3
16. It upsets me that parents are so worried about unimportant things like "get a haricut".	50.6%	1.19	.91	.124	.7
17. It upsets me when my parents try to live my life as well as their own.	64.6%	1.58	1.04	.129	1.7
18. It makes me anxious when I am judged or stereotyped because of my looks.	88.6%	1.55	.81	.093	2.2
19. It makes me anxious to have to decide whether to tell parents if their son or daughter is taking drugs.	27.9%	1.08	.97	.161	.7
20. I become upset when I must defend my values as opposed to those of my parents.	84.8%	1.49	.89	.102	1.7
21. I am anxious about my parents finding out about my new moral codes at college.	52.0%	1.07	1.08	.132	1.5
22. It distresses me to hear older people complain about the younger generation and lump us all into the categories of "freaks", "slobs", "deviants", "lazy" etc.	91.9%	1.81	.93	.105	1.3
23. It upsets me when parents tell me who my friends should be and intimate that I don't have acceptable friends.	54.4%	1.42	1.04	.144	1.7

Sex and Dating Anxieties	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
24. I worry about the social acceptability of my interracial dating.	12.7%	.667	.77	.180	1.8
25. I worry about the possibility of having homosexual tendencies.	20.3%	.400	.69	.103	1.7
26. It makes me anxious when I want to please my (boyfriend/girlfriend) but am afraid of the consequences.	78.5%	1.37	.95	.109	2.0
27. I worry about my sexual potency - whether good or enough.	58.2%	.93	.91	.106	1.3
28. I worry about contracting V.D.	42.8%	.727	.85	.105	1.7
29. It makes me upset to think about an unwanted pregnancy, what to do about it, and parents finding out.	87.3%	1.74	1.07	.128	2.0
30. The moral and/or physical questions about abortions concerns me.	67.1%	1.38	1.01	.119	1.3
31. I become uneasy when others in a group or at a party are participating in sex.	62.0%	1.07	.92	.111	2.0
32. Your (boyfriend/girlfriend) sees nothing wrong with anything concerning sex, but you were brought up differently, and it bothers you.	59.5%	1.36	1.01	.132	1.7
33. I worry about becoming pregnant	48.1%	1.42	1.16	.160	2.0
34. It makes me anxious when I see an X rated movie with a date.	48.1%	.98	.99	.127	1.0
35. I worry when (I/my girlfriend) (miss/misses) a menstrual period.	72.1%	1.66	1.05	.130	2.0
36. I worry about the harmful effects of Birth Control Pills upon (me/my girl)	52.0%	1.56	1.07	.151	1.3
37. I worry about my reputation - will my future mate accept me because of my past "sleeping around"	25.3%	.580	.84	.118	1.7
38. It upsets me when everyone else is paired off except em.	77.2%	1.63	.95	.114	2.0

	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
Drugs and Drinking Anxieties					
39. I worry about getting busted.	30.4%	1.39	.96	.172	1.3
40. I become upset when a good friend uses drugs and I find out about it.	84.8%	1.76	.99	.114	1.0
41. I worry that I will be stopped by police when I am driving and have been drinking.	46.8%	1.06	.90	.129	1.3
42. I become upset when I have encountered a dope pusher.	38.0%	1.14	1.11	.156	1.0
43. I get nervous when I'm in a room where there is grass being smoked.	67.1%	1.29	1.11	.127	1.0
44. It upsets me when all my friends smoke grass and I don't.	21.4%	.54	.93	.126	1.7
45. I become uneasy when others in a group or at a party smoke pot or take drugs.	64.6%	1.31	1.06	.125	1.0
46. I worry that my peers won't like me if I don't drink or take drugs.	21.4%	.31	.65	.079	2.0
47. It makes me upset to be spot checked for drugs by policemen just becuase of my age and/or appearance.	41.8%	2.08	1.01	.162	1.0
Socio-Political Anxieties					
48. I feel anxious when I think of my peers running the country.	70.9%	1.12	.88	.102	2.0
49. I worry about the Vietnam War.	93.7%	1.82	.89	.103	1.7
50. I worry about overpopulation and how it will affect the future.	88.6%	1.71	.96	.108	1.3
51. I worry about the Draft.	59.5%	1.63	1.08	.145	1.0
52. I worry about the possibility that (I/my friends/my loved ones) will be shipped to Vietnam.	93.7%	2.11	.91	.104	1.3
53. I worry about pollution and how it will affect the future.	97.5%	1.83	.84	.096	1.3
54. I worry about being "mugged" when I am out at night.	76.0%	1.33	.99	.113	1.3

	% of Students Expressing Anxiety	M	S.D.	S.E. of M	Judged Importance from Mental Health Point of View M_I
55. The impending chance of all-out war disturbs me.	87.3%	1.65	.98	.112	1.0
56. The rapidly with which things keep changing in our society disturbs me.	63.3%	.78	.71	.081	1.7
57. I worry about whether it is worth planning for the future.	59.5%	.87	.87	.098	2.0
58. I have anxieties about the responsibilities entailed in voting.	72.1%	1.12	.88	.099	.7
59. The increases in crime worries me.	87.3%	1.47	.89	.101	1.3
Financial Anxieties					
60. I am worried about such financial problems as tuition rise, food stamps, summer jobs, obtaining a loan, rent, etc.	89.9%	2.22	.95	.109	1.7
61. I am having problems finding a job to help supplement my income.	64.6%	1.56	.99	.127	.13
62. It worries me that my family has to help me finance my college education.	54.4%	1.25	1.10	.142	1.3
63. I am worried about financial problems	91.1%	1.78	.94	.107	1.7
64. I worry when my parents complain that we're short of money.	81.0%	1.89	.86	.106	1.3
65. The rising prices of everything upsets me.	95.0%	1.75	.89	.102	1.0
Health Anxieties					
66. I worry about the harmful effects of Birth Control Pills upon my future children.	62.0%	1.43	1.04	.137	.7
67. I worry about gaining weight	73.4%	1.72	1.03	.119	.7
68. I worry about the future ill effects of cigarettes when I smoke	26.6%	1.30	.87	.193	.3
69. I worry about the long range effect of different drugs, including birth control pills.	82.3%	1.63	.90	.109	1.0

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